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ABSTRACT

This report summarizes the activities of the Maryland State Council on Vocational-Technical Education for calendar year 1988. The report includes council recommendations for state legislation during the 1989 session of the General Assembly and a matrix on the status of implementation of council recommendations from prior annual and biennial reports. The report is organized in six parts. The first two parts outline council purpose and philosophy; the third part describes council activities as carried out by the policy committee, the evaluation and planning committee, and the private sector committee, along with other council activities and the annual awards program. Part IV presents recommendations for legislative proposals for: (1) summer programs in vocational-technical education; (2) a state-funded governor's challenge grant program for equipment purchases; and (3) vocational-technical set aside from state shares of basic current expense aid and a report on the status of previous council recommendations. Part V lists a number of actions that the council believes will require continued emphasis if Maryland's vocational-technical education delivery systems are to meet the challenges of anticipated future demands for technically trained workers. The final part projects council concerns. An appendix outlines council responsibilities. (KC)

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Maryland State Council on Vocational-Technical Education

Annual Activities Report 1988

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ACKNOWLEDGEMENT

This activities report was prepared under the direction of the following members of the Executive Committee of the Maryland State Council on Vocational-Technical Education.

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Dr. Thelma T. Daley, Council Vice-Chairperson and Activities Report Chairperson

Robert W. Cook

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PREFACE

This report, which summarizes the activities of the State Council on Vocational-Technical Education during calendar year 1988, is submitted in accordance with Title 21, Section 21-104, of the Annotated Code of Maryland. In addition to addressing the activities of the Council's Committees on Policy, Private Sector, and Plans and Evaluation, the report includes Council recommendations for State legislation during the 1989 Session of the General Assembly and a matrix on the status of implementation of Council recommendations from prior annual and biennial reports. Part V lists a number of actions which the Council believes will require continued emphasis if Maryland's vocational-technical education delivery systems are to successfully meet the challenges of anticipated future demands for technically trained individuals in the work force.

A supplemental biennial report will be issued on March 31, 1989 which includes findings and recommendations resulting from the Council's evaluation of the vocational education delivery systems assisted under the Carl D. Perkins Vocational Education Act and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of the two Acts. In addition, the effectiveness of coordination between agencies involved in the implementation of these Acts will be addressed.

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1988-89

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COUNCIL PURPOSE

The State Council on Vocational-Technical Education is an independent advisory council composed of individuals who are broadly representative of citizens and groups within the State having an interest in vocational-technical education. The Council is primarily responsible for infusing the views and perspectives of business, industry, agriculture, labor, education, and the general public into the educational process, especially in the area of vocational-technical education.

The Council was established under the Carl D. Perkins Vocational Education Act, Public Law 98-524, which replaced the Vocational Education Act of 1963 on October 19, 1984. The State Council assumed the role of the previous State Advisory Council on Vocational-Technical Education established in 1968, and, although reduced in size from twenty-five to thirteen members, the Council was assigned numerous new and expanded responsiblities. Current responsiblities require the Council to become involved in making reports and recommendations (See Appendix) on such issues as policies the State should pursue to strengthen vocational education, initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs, the adequacy and effectiveness of coordination that takes place between vocational education and the Job Training Partnership Act, and the adequacy and effectiveness of the vocational education delivery systems assisted under the Carl D. Perkins and Job Training Partnership Acts.

The Council is required by the Education Article of the Annotated Code of Maryland and the Carl D. Perkins Vocational Education Act, Public Law 98-524, to carry out the responsibilities listed in the Appendix.

COUNCIL PHILOSOPHY

The State Council on Vocational-Technical Education defines vocational-technical education in the following manner:

> Vocational-Technical Education is education to provide an individual with the skills required for job entry and/or advanced employment. It includes the teaching of proper attitudes and the work ethic and enables the individual to develop the ability to adapt to new and changing requirements in the workplace. Vocational-Technical Education provides for the application and functional use of basic education skills in reading, writing, mathematics and communications.

This definition is the basis of the Council's philosophy on vocational-technical education.

The State Council on Vocational-Technical Education believes vocational-technical education is a lifelong process. It is a variety of learning experiences; occupational, academic and affective. Students of all ages are involved in vocational-technical education in many settings; in the classroom, when they join the workforce, as they subsequently advance in their work, and as they retrain for new or more sophisticated employment in a constantly changing technology oriented society.

The Council's philosophy affirms the belief that all individuals should have equal access to vocational-technical education in accordance with their interests, needs, and abilities.

The Council believes vocational-technical education is an integral part of the educational process. Therefore the Council continues to promote integrated programs of academic and vocational-technical education.

COUNCIL ACTIVITIES

The principal work of the Council is carried out by its committees. During the period of this Report activities conducted in support of Council responsiblities were accomplished by the Policy, Private Sector, and Evaluation and Plan Committees. The Committees met as frequently as one or two times a month, depending on the urgency of work being performed. Council members voluntarily contributed a total of 200 days of work at commmittee meetings in addition to participating in the monthly Council meetings. Some of the more significant activities of the Council committees during the period covered by this report are summarized below.

A. POLICY COMMITTEE

COMMITTEE MEMBERSHIP
Dr. Donald Maley, Chairman
Dr. Thelma T. Daley
Dale L. Crabtree
Phyllis E. Reed

1. Prepared a Council letter asking the Superintendents of Schools to investigate the establishment of a predictor test program for administration to Trade and Industrial Education teacher applicants from industry. It was suggested that applicants be tested before they are hired as temporary teachers to determine if they have the ability to subsequently pass the required National Teacher Examination.

2. Reviewed the *Survey of State Initiatives for Youth At-Risk*, prepared by the Education Commission of the States. The principal conclusions of the commission correspond rather closely to those arrived at by the Policy Committee as a result of a study it conducted on this issue last year.

3. Reviewed correspondence from the Executive Policy Advisor to the Governor and State Superintendent of Schools on Governor Schaefer's proposal to establish a Maryland School for Science and Mathematics. Prepared a Council recommendation to the Administration that the study of technology be carefully integrated into the curriculum at each grade level in the proposed school.

4. Prepared Council letters to the Board of Regents, University of Maryland and the Board of Trustees of the State Universities and Colleges requesting that courses in technology related subjects be accepted as a means of satisfying the requirement for a high school credit in foreign language for admission to State universities and colleges.

5. Prepared a Council letter to the Board of Trustees of the State Universities and Colleges suggesting that all options regarding the foreign language credit requirement be publicized.

6. Conducted a Council survey of locally approved courses for the core credit in vocational education included in the high school graduation requirements. Presented an analysis of survey results and Council recommendations to State Board of Education.

7. Met with State Department of Education personnel to discuss a concept paper prepared by that agency on *Addressing the Problems of Students At-Risk*.

8. Arranged for the Council to meet with representatives of the Job Corps, U.S. Department of Labor to discuss the possible utilization of State and/or Regional Job Corps Centers as one means of satisfying the education and training needs of at-risk students and school dropouts.

9. Reviewed the *Planning Instructions for Maryland's Tomorrow Program.*

10. Met with Director of the Commission on School Performance and Commission on Rural Schools to discuss the status of implementation of the Commission's charge.

11. Reviewed and developed Council recommendations on the State Department of Education paper on *Education for Careers Framework.*

12. Conducted a survey of statewide vocational-technical education teacher employment fluctuations.

13. Reviewed and developed Council comments on the State Board of Education *Report of the Committee to Review Maryland's Alternative Teacher Certification Routes.*

14. Started to develop a Council position paper on access to vocational-technical education.

15. Prepared Council response to a request from Congressman Benjamin L. Cardin for comments on issues to be considered by U.S. Department of Education during the reauthorization of the Carl D. Perkins Vocational Education Act.

B. EVALUATION AND PLAN COMMITTEE

COMMITTEE MEMBERSHIP
Norma C. Day, Chairman
Frederick J. Bachman
John A. Hargrave, Jr.
Dr. Jean R. Hebeler

1. Conducted on-site evaluations of JTPA delivery systems for vocational education in four Service Delivery Areas throughout the State. Prior to each on-site visit the following information as it related to the service delivery area was reviewed the Committee:

   Governor's annual statement of goals and objectives for job training and placement programs within the state.

   Governor's Coordination and Special Services Plan.

   Job Training Plans for the service delivery area.

   Annual reports to Governor from the service delivery area.

   Governor's Employment and Training Council — Annual reports to the Governor

2. Refined procedures and lists of basic items for use in conducting on-site visits to Private Industry Councils and Local Education Agencies.

3. Reviewed proposed changes to the Governor's Coordination and Special Services Plan.

4. Reviewed State Department of Employment and Training report on activities conducted under the Job Training Partnership Act.

5. Discussed and observed the status of implementation of Maryland's Tomorrow Program during visits to JTPA service delivery areas.

6. Reviewed the State Department of Education, *Annual Report to the State Board of Education on the Condition of Vocational Education*, dated February 23, 1988.

7. Reviewed Maryland State Board for Community College, *Report on Community Colleges Program Evaluations*, dated May 1988.

8. Met with representatives of the State Department of Education to discuss the status and direction of the Statewide program evaluation process.

9. Monitored on-site program evaluations conducted by the State Department of Education.

10. Met with State Department of Education personnel to discuss the development of the *Fiscal Year 1989-1990 State Plan for Vocational-Technical Education*.

11. Reviewed the distribution of federal financial assistance furnished the State under the Carl D. Perkins Vocational Education Act.

12. Prepared Council's second biennial report on evaluation of vocational-technical education delivery systems assisted under the JTPA and Carl D. Perkins Vocational Education Acts.

13. A member of the Committee served as Chairman of the State Joint Planning Committee for Vocational-Technical Education and another member served as a member of the committee.

14. Prepared Council testimony for the State Board of Education on the FY1989-1990 State Plan for Vocational-Technical Education.

C. PRIVATE SECTOR COMMITTEE

COMMITTEE MEMBERSHIP
Robert W. Cook, Chairman
John A. Hargrave, Jr.
John J. Lancaster
George E. Lechlider
Peter J. Lombardi

1. Met with the Executive Director of the Virginia State Council on Vocational Education to review the background on the establishment of the Commonwealth of Virginia Vocational Education Foundation, Inc.

2. Arranged for the Council's report on high school apprenticeship programs to be submitted to the U.S. Department of Labor as a suggestion in support of the "Apprenticeship 2000" initiative.

3. Reviewed State Department of Education progress in implementing the program for State Technical Committees.

4. Reviewed a survey conducted by the Greater Baltimore Committee on the identification of basic entry job skills.

5. Developed plans and made arrangements for a statewide conference on cooperation between the private sector and education. The conference was endorsed by the Governor and cosponsored by the Council, the Maryland Chamber of Commerce, and the Maryland State and District of Columbia AFL-CIO.

6. Developed plans and made arrangements for a Council meeting with the Maryland Delegation in Congress to discuss matters related to reauthorization of the Carl D. Perkins Vocational Education Act.

7. Made arrangements for the Council's 1988 Annual Local Advisory Council Conference. The Conference was held in conjunction with meetings of other groups involved in the administration, operation, and support of vocational-technical education.

8. Developed and implemented plans for the establishment of a vocational-technical education promotion team program to encourage local support for increasing enrollments and improving the responsiveness of program offerings.

9. Reviewed the U.S. Department of Labor, *Summary of Comments on Apprenticeship 2000.*

10. Developed plans for the Council's 1989 Legislative Breakfast.

11. Developed Council proposals for State legislation during the 1989 Session of the General Assembly.

12. Met with the representatives of the State Department of Education to discuss the Statewide program for public relations activities related to vocational-technical education.

13. Met with representatives of Greater Baltimore Committee to discuss its report, *From Bystander to Leader: Challenging Higher Education to Join in Building Baltimore's Economic Future.*

14. Monitored the status of implementation of the High School — Apprenticeship Linkage Program by the State Department of Education.

D. OTHER COUNCIL ACTIVITIES

1. Presented testimony before various committees of the Maryland General Assembly on State legislation related to vocational-technical education.

2. Council members hosted a legislative breakfast meeting attended by eighty people to discuss State legislation on vocational-technical education with key members of the General Assembly.

3. Provided representation to the Commission to Study Vocational-Technical Education.

4. Visited secondary schools, community colleges and independent postsecondary schools involved in vocational-technical education.

5. Sponsored a public meeting on the *FY 1989-1990 State Plan for Vocational-Technical Education* in cooperation with the State Joint Planning Committee for Vocational-Technical Education.

6. Continued the annual Vocational-Technical Education Awards Program which recognized two outstanding secondary schools that offer vocational-technical education programs, two outstanding vocational-technical education teachers, two outstanding community college occupational program instructors, and one outstanding community college. Baltimore Gas and Electric Company contributed a total of $10,500 to the 1988 award winners.

7. Attended functions sponsored by vocational student organizations such as statewide meetings, skill olympics, and banquets.

8. Participated in planning for Vocational Instructional Program Advisory Committee Recognition Programs with the National Alliance of Business, National Council on Vocational Education, National Association of State Directors of Vocational Education, and National Association of State Councils on Vocational Education.

9. Arranged for a Governor's Proclamation on Vocational Education Week.

10. Arranged for several members of the Governor's staff, General Assembly and State legislative staff to visit Vocational Technical Centers and receive briefings on State vocational-technical education programs.

11. Presented Council's *1987 Annual Activities Report* to State Board of Education and other interested groups and agencies.

12. Developed and distributed the following items related to the Council and vocational education:

    - Report on Locally Approved Courses for Core Credit in Vocational Education
    - Flyer on Council Membership and Responsibilities
    - Council Newsletter
    - Council Committee Guide
    - Revised Handbook for Local Advisory Councils

13. Recommended State legislation be introduced by the Governor to support the following programs.

    a. Establish a State funded challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry.

    b. Increase the vocational-technical education set aside from the State share of basic current aid to the counties.

    c. Establish summer programs in vocational-technical education.

14. Met with representatives of the State Department of Personnel and Department of Health and Mental Hygiene to discuss a proposal to substitute vocational education for job experience in certain State job classifications.

15. Council members and staff participated in programs at meetings, hearings, and conferences sponsored by the following groups:

    - National Association of State Councils on Vocational Education
    - National Association of State Councils Southeastern Region
    - American Vocational Association
    - Partners for American Vocational Education
    - National Alliance of Business
    - National Association of State Directors of Vocational Education
    - Committees of State General Assembly
    - State Board for Community Colleges
    - Governor's Employment and Training Council
    - Maryland Center for Productivity and Quality of Working Life
    - Maryland Association of Counties
    - State Department of Education, Division of Vocational-Technical Education
    - Local Directors of Vocational-Technical Education
    - Community College Occupational Deans
    - Maryland Delegation in Congress

16. Visited schools in Albany, New York to observe exemplary vocational education programs.

17. Participated in six meetings of the State Board of Vocational-Technical Education.

18. Reviewed the *First and Second Interim Reports* from the National Assessment of Vocational Education.

19. Reviewed the State Department of Education *Special Report on Vocational-Technical Education for Fiscal Year 1987.*

20. Reviewed position papers on reauthorization of the Carl D. Perkins Vocational Education Act prepared by various professional organizations and groups.

21. Nominated Baltimore Gas and Electric Company for the National Council on Vocational Education, Exemplary Business Involvement Award.

22. Participated in a National Association of State Councils on Vocational Education effort to identify "common elements" relating to State council evaluations of the effectiveness and adequacy of vocational education delivery systems.

23. Supported resolutions initiated by Senator Paul S. Sarbanes and Congressman Kweisi Mfume which resulted in a proclamation from President Reagan that designated November 28-December 2, 1988 as "Vocational-Technical Education Week."

E. ANNUAL AWARDS PROGRAM

The State Council on Vocational-Technical Education Annual Awards Program, supported by the Baltimore Gas and Electric Company, was established in 1985. Since that time the following outstanding vocational-technical education teachers, community college instructors, secondary schools, and community colleges have been recognized for their exemplary contributions toward improving the quality and responsiveness of the State's vocational-technical education programs, facilities, and services.

	Award Winners
1985	
a. **Teachers**	John D. Ensor — Howard County Voc-Tech Center Auto Body Repair
	Annette Russo — Howard County Voc-Tech Center Food Services Chef
b. **Schools**	Howard County Voc-Tech Center North Arundel Voc-Tech Center
1986	
a. **Teachers**	Linda Snyder — Allegany County Voc-Tech Center Health Services
	Candy Zentz — Frederick County Voc-Tech Center Marketing Education
b. **Schools**	Frederick County Voc-Tech Center Eastern Voc-Tech High School

1987

a. **Secondary Teachers**	Steen Westerberg — Hereford High School Vocational Agribusiness
	Robert V.L. Sharp — Howard County Voc-Tech Center Electronics
b. **Secondary Schools**	Carver Voc-Tech High School Carroll County Voc-Tech Center
c. **Community College Instructors**	Edward Sherwin — Essex Community College Hotel-Motel/Restaurant-Club Management
	William Mowczko — Frederick Community College Park Management
d. **Community College**	Prince George's County Community College

1988

a. **Teachers**	Lana Sixx — Frederick County Voc-Tech Center Cosmetology
	Charles Cramer — Walkersville High School Vocational Agriculture
b. **Schools**	Western Voc-Tech Center Charles County Voc-Tech Center
c. **Community College Instructors**	Linda Kick — Harford Community College Hospitality Management
	Bruce Reid — Howard Community College Biomedical Engineering Technology
d. **Community College**	Anne Arundel Community College

RECOMMENDATIONS

A. Council Legislative Proposals

The following recommendations for State legislation during the 1989 Session of the General Assembly are listed in the order of priority considered appropriate by the State Council on Vocational-Technical Education.

1. SUMMER PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION

Recommendation:

The administration provide $600,000 in the State Department of Education Budget for Fiscal Year 1990 to support the establishment of summer programs in vocational-technical education.

Background:

Local school systems have traditionally offered courses in academic subjects during the summer to enable students to make up courses and participate in courses of special interest that time and scheduling prohibited them from taking during the school year. Courses in vocational-technical education are seldom offered during the summer primarily because of the additional costs associated with the operation of required laboratory facilities. Such courses were offered for several years by some of the school systems when Federal funds were available to supplement State and local funds utilized for this purpose. Although successful, the programs were discontinued because original appropriations were not renewed.

Rationale:

Utilization of vocational technical centers during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in programs of special interest. The local subdivisions have extensive facilities for educational programs that prepare youth and adults for employment. The Council believes this investment should be fully utilized and not limited to 9 or 10 months of the year. In June 1988 the State Board of Education directed the State Department of Education to conduct a needs assessment on summer programs in vocational-technical education. A subsequent survey of the local education agencies on the establishment of summer programs provided the following information.

a. Eighteen school systems are interested in establishing summer programs if new federal or state funding could be obtained for this purpose.

b. The estimated number of students to be served range between 2700 and 4125. Anticipated participants include students in grades 8-12, dropouts and adults in need of retraining.

c. Services and programs offered would include vocational assessment, job readiness skills, career exploration, a wide range of vocational-technical education programs, and training activities in support of Maryland's Tomorrow Program.

d. Funds would be utilized for the following purposes:

- Teacher salaries
- Materials/supplies for instruction
- Student transportation
- Secretarial help
- Guidance services
- Custodial service
- Operation of facilities

2. STATE FUNDED GOVERNOR'S CHALLENGE GRANT PROGRAM FOR EQUIPMENT PURCHASES

Recommendation:

The Administration provide funds in the State Department of Education and State Board for Community Colleges Budgets for Fiscal Year 1990 to establish a State funded Governor's challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry. An initial Governor's grant fund of $1 million is suggested to establish the program.

Background:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. During the 1980 session of the General Assembly legislation was passed which established a set aside from the State shares of basic expense aide to each county to be used for vocational-technical education programs. Since 1981 approximately $14 million (70 percent) of the funds allocated under this program have been used to purchase equipment. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

Rationale:

The results of a recent State Department of Education survey of local education agencies on unmet needs in vocational-technical education indicate 17 of the 20 respondents expressed a requirement for additional funds to purchase equipment. A need for equipment was identified by more school systems than any other requirement. An in depth survey of the equipment needs of secondary school agriculture programs indicates the 56 schools which offer such programs have a total need of $1,967,000 for equipment. These equipment needs were noted in all areas of the agriculture curriculum. Major items required include new technology equipment such as tissue culture labs and hydroponic units. A comprehensive State Department of Education survey of unmet equipment needs of all secondary school vocational-technical education programs is currently underway and scheduled for completion by February 1989.

Under the suggested Governor's challenge grant program community colleges and local education agencies would be eligible to apply for grants. Grant recipients would be required to provide not less than fifty percent of the costs of projects supported by grants from non-State sources. The non-State share would include assistance received from business and industrial firms including the donation of funds or the fair market value of in-kind contributions such as facilities, personnel, and equipment. Procedures for the administration of a grant match fund would be developed by the State Council on Vocational-Technical Education in coordination with the State Department of Education and State Board for Community Colleges.

3. VOCATIONAL-TECHNICAL EDUCATION SET ASIDE FROM STATE SHARES OF BASIC CURRENT EXPENSE AID

Recommendation:

The total amount annually set aside from the State shares of basic current expense aid to the counties be increased from $3.9 million to $5 million.

Background:

In 1979 the President of the Senate and Speaker of the House appointed a Special Joint Legislative Committee on Vocational-Technical Education to conduct a program and fiscal study of the manner in which additional State funds could be allocated to support a more comprehensive and responsive Statewide vocational-technical education program. This Committee, chaired by Senator James Simpson, recommended an increase in State general fund support for secondary vocational education programs. Legislation proposed by the Committee was not passed; however, in recognition of the need which was identified, the Committee was reappointed to continue its work during the 1979 interim. At the request of the Committee, Governor Hughes included $2.9 million in the State FY 1981 operating budget earmarked specifically for the support of vocational-technical education. These funds were allocated to the counties as set asides from basic current expense aid. Similar legislation was passed each year through FY 1986. In FY 1987 the set aside was increased to $3.9 million and designated as an annual program. Counties may use set asides for the following purposes:

- Instructional Salaries
- Acquisition, Repair, or Replacement of Equipment
- Purchasing Additional Tools, Supplies, and Instructional Materials
- Technical Upgrading of Instructional Staff
- Increased Quantity and Quality of Placement Services
- Services to Handicapped and Disadvantaged
- Extended Day/Year Classes

Rationale:

Vocational programs cost more than non-vocational programs due to such factors as smaller classes, specialized equipment, supplies, and specialized support services. State vocational funding is based on the principle of funding the added costs of these programs. State funds are intended for expanding existing programs, adding new programs, and improving the quality of vocational-technical programs in the public secondary schools of Maryland. Designated vocational funding enables the state to move closer to achieving the goal of providing all students with access to high quality vocational training, that is realistic in light of actual or anticipated opportunities for gainful employment, and suited to individual needs, interests, and ability to benefit from such training.

The amount of funds authorized for vocational-technical education set asides each year has not increased by the same percentage as the State share for basic current expense aid.

Between FY 1981 and FY 1989 basic current expense aid increased from $942 to $1,999 or 112 percent per full-time equivalent enrollment. During the same period annual set asides from basic current expense have increased from $2.9 million to $3.9 million (34 percent). If funds authorized for vocational-technical education set asides were increased by the same percentage as basic current expense aid during the period FY 1981-FY 1989, set asides from basic current expense aid for FY 1989 would be $6,148,000 vice $3,900,000. The following table summarizes the purposes for which categorical funds were utilized during the period FY 1981-FY 1988.

Utilization of State Categorical Funds for Vocational-Technical Education
Expenditures for Authorized Purposes FY 1981-FY 1988

Fiscal Year	Total Allocation	Instructional Salaries	Major Equipment	Minor Equipment/ Materials	Staff Upgrade	Placement	Extended Classes	Handicapped	Disadvantaged
1981	2,900,000	118,677	2,427,771	215,165	27,677	110,710	0	0	0
1982	2,899,999	287,454	2,131,540	299,468	39,176	141,121	842	0	0
1983	2,900,000	93,723	2,042,040	290,203	31,590	365,696	76,584	0	0
1984	2,900,000	82,764	1,855,096	282,406	18,424	459,239	93,147	0	0
1985	2,900,000	82,372	2,039,252	257,065	14,250	429,960	70,036	0	0
1986	2,900,000	79,481	1,730,245	545,781	8,661	409,047	57,402	0	0
1987	3,900,000	108,564	2,484,733	492,390	21,532	458,405	61,236	78,159	156,030
*1988	3,900,000	102,725	2,483,540	418,441	78,017	518,541	46,936	96,686	152,134
TOTAL Expenditures	24,972,134	955,760 3.8%	17,194,217 68.9%	2,800,919 11.2%	239,327 1%	2,892,719 11.6%	406,183 1.6%	174,845 .7%	308,164 1.2%

*Planned

B. Status of Council Recommendations from Prior Annual and Biennial Reports

The purpose of the following matrix is to provide a record of the topics addressed in previous recommendations as well as a continuing summarization of the status of action being taken in response to the recommendations. This matrix addresses the current status of Council recommendations submitted in its evaluation reports for 1986 and 1987.

As used in this Report column headings have the following meanings:

1. No action — The appropriate agency has not initiated any action in response to the recommendation.

2. Action initiated — Action has been initiated in response to recommendation.

3. Substantial Action — Action has been initiated in response to recommendation *and* implementation is well underway.

4. Action Complete — All aspects of the recommendation have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which *some* action was taken during FY 1988.

MATRIX OF COUNCIL RECOMMENDATIONS

Status December 1, 1988

Topic of Recommendation	Year Recommendation Made	No Action	Action Initiated	Substantial Action	Action Completed
Graduation Requirements	1986		X		
Occupational/Craft Committees	1986		X		
Personnel Qualifications	1986			X	
Vocational Student Organizations	1986		X		
Utilization of Resources	1986		X		
Summer Programs	1986	X			
Training Equipment					
Challenge Grant	1986	X			
State Tax Advantage	1986	X			
Apprenticeship-School Linkage					
State Support	1987		X		
Local Agreements	1987		X		
Model Programs	1987		X		
School Dropouts — At-Risk Students					
At-Risk Program	1987		X		
Residential School	1987	X			
Job Training Partnership Act					
Coordination	1987		X		
Use of Public School Programs & Facilities	1987		X		
State Job Service	1987		X		
Education & Coordination Grant	1987				X
Performance Standards	1987		X		
Career Information Delivery System	1986		X		
On-site Program Evaluation	1987			X	
Improvement of Vocational-Technical Education Baltimore City Public Schools		X			

PART V

LOOKING TO THE FUTURE

The State Council on Vocational-Technical Education believes every effort should be made to establish an exemplary system of public vocational-technical education in Maryland during the next decade. At the present time a significant percentage of Maryland's public secondary schools and community colleges are providing excellent programs in vocational-technical education. Continued emphasis on further improving the quality and responsiveness of these programs and delivery systems could result in national recognition of a truly exemplary Statewide system for vocational-technical education. Achievement of such a status would contribute immeasurably to the continued economic development of the State.

A. Study Results.

Future employment trends have been the subject of numerous studies and reports during the past few years. Some authorities forecast a drastic decline in the number of jobs that will require a baccalaureate degree as the number of jobs in the service sector increase to almost one-fourth of the nation's total employment.

1. NATIONAL ALLIANCE OF BUSINESS

The following extract from the National Alliance of Business report, "Employment Policies: Looking to the Year 2000" are considered to be particularly pertinent:

"The nature of work will change. It is not so much that jobs will become "high tech" but that technology will alter how they are performed:

a. Changes in the nature of existing jobs or creation of new jobs will likely require higher levels of skills. Young workers, immigrants (including undocumented workers) and others seeking entry level jobs will therefore face more intense competition for fewer unskilled and semiskilled jobs.

b. By 1990, an estimated three out of four jobs will require some education or technical training beyond high school. (The number of jobs requiring college degrees is not expected to change significantly.)

c. Computer skills will comprise only a small part of total skill requirements, but basic academic skills, problem solving, and inter-personnel skills will be increasingly important.

d. More jobs will be decentralized. Computer terminals permit instant access and communication from various locations. Certain jobs will be located where labor may be cheaper, rents lower, or labor more dependable. These locations may be outside major population centers.

e. There will be fewer natural career ladders. The new technology makes it increasingly feasible to separate "back office" functions (clerical, service workers) from "front office" (technical, sales, professional, management). It will thus become more difficult to work up the ranks through informal on-the-job training. More formalized training may be necessary.

f. Jobs that rely on computer based information will offer greater mobility for workers across industries. Skills required to perform the jobs will be the same, while technical information will be readily accessible on the computer.

g. Overall, the current labor force is more highly educated than ever before. It can learn new skills quickly and is more willing than in the past to relocate for employment.

2. UNITED STATES DEPARTMENT OF LABOR

"The number of college graduates in the work force has more than doubled since 1970, but the growth in jobs that require college training hasn't kept pace. During the '80s, an average of 1.5 million new college graduates will compete for just 1.2 million new jobs calling for a college degree. That glut, the Bureau of Labor Statistics reports, will have to settle for an entry-level position well below his or her skill level."

3. MARYLAND DEPARTMENT OF EMPLOYMENT AND TRAINING

The trends identified by the National Alliance of Business are currently reflected in the top forty occupational programs by demand in Maryland prepared by the Maryland Department of Employment and Training. The high demand jobs are for service providers such as building custodians, secretaries, cashiers, nurses' aides and orderlies, accountants, food preparers, and retailing.

4. OTHER AUTHORITIES

Other authorities have highlighted the following changes in the work force by the year 2000:

a. A decrease in the number of youth entering the work force.

b. An increase in the number of high school dropouts.

c. An increase in youth unemployment for the unskilled.

d. Women will account for two-thirds of the work force growth during the 1980's and 1990's.

e. Workers with critical technical skills will be retiring at an increasingly rapid rate.

f. Minority representation will rise from a 1984 level of 10 percent to 14 percent.

B. Council Views

The Council believes the quality of vocational-technical education should be measured in terms of the degree to which:

1. Programs offered reflect the current and projected needs of the labor market.

2. Program graduates are able to obtain and retain a job and subsequently advance in their field of training.

3. Employers are satisfied with the on-the-job performance of program graduates and actively seek such graduates.

4. Quality of instruction is maintained at a high level by timely and responsive inservice training programs.

5. Representatives of the private sector are actively involved in providing advice and counsel in matters pertaining to:

    - Community surveys
    - Course content advisement
    - Student placement
    - Community public relations
    - Equipment and facilities
    - Program review
    - Community resources

Results of recent program evaluations, employer surveys, and graduate follow-up studies indicate that Maryland's secondary school and community college vocational-technical education programs are responsive to the needs of the labor market and expectations of the graduates. For example, 97 percent of the employers of community college graduates report that the graduates employed by them perform job skills in an adequate or more than adequate manner, and 89 percent rated vocational training as related to the job as very good or good. At the public secondary school level, 96 percent of the employers reported that vocational graduates hired met or exceeded job requirements. Over 85 percent of the employed graduates of secondary school and community college programs are satisfied with the vocational instruction they received. More detailed information on the results of specific follow-up studies and employee/employer surveys conducted may be obtained from the State Board for Community Colleges and State Department of Education.

C. Proposed Actions

The Council is convinced that Maryland's vocational-technical education system can make the necessary adjustments to meet the challenges of anticipated future employment trends. In this regard, the Council will encourage the following actions related to vocational-technical education that are considered to be vital to satisfying the needs of the changing workplace:

1. *Continued emphasis on accountability for teaching basic academic skills at the elementary and secondary level.* Maryland employers periodically complain about deficiencies noted in employees' knowledge of basic skills.

2. *Continued emphasis on program articulation between secondary, independent postsecondary, and postsecondary schools.* Although some progress has been made in this area recently, there is a need for the establishment of mutually acceptable procedures for periodic review of secondary, postsecondary and independent postsecondary school occupational programs to identify those programs for which credit and/or advanced standing shall be given to students desiring to transfer credit from one delivery system to another. A more determined effort must be made to adopt the two plus two concept for highly technical programs that will enable students successfully to complete such programs in four years (i.e., two years in secondary school followed by two years at a community college).

3. *Continued emphasis on solving the current teacher shortage in Maryland.* As in other areas of teaching, the shortage of qualified vocational-technical and technology teachers is expected to become more critical in the future unless immediate corrective action is taken. Some specific actions suggested by the Council in this area include:

    a. Establishment of a remission of fees program for students enrolled in teacher education programs that is at least partially supported with State funds.

    b. Tuition assistance for vocational-technical and technology teacher preparation programs be assigned a high priority by the State Board of Education.

c. More emphasis be given to using qualified retired persons, including military and industry personnel, as a source of full or part-time teachers. Furthermore, institutions of higher education should be required to utilize this valuable source of talent by making required preparation programs easily accessible.

d. Funding for colleges of education not be reduced during the teacher shortage crisis.

4. *Continued emphasis on providing updated training equipment for occupational programs.* One of the biggest problems faced by institutions that offer vocational-technical programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. However, most school systems in the State are operating some programs with inadequate or outdated equipment.

5. *Continued emphasis on minimizing the public secondary school dropout rate.* One of the most unfortunate wastes of human potential is the number of students who for a variety of reasons elect to terminate their formal schooling before completing high school. Recent studies support the Council's contention that enrollment in vocational programs can significantly reduce the likelihood of students dropping out of secondary school.

6. *More emphasis be placed on achieving maximum utilization of vocational-technical education facilities.* Utilization of vocational-technical centers especially during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in credit programs of special interest.

PROJECTED COUNCIL CONCERNS

Activities in Which the State Council May Become Involved During the Forthcoming Year

This is a partial listing of some of the more significant activities in which the Council may become involved during the forthcoming year. Some of the activities may be removed from the list or not be acted on until a later date. Activities are not listed in priority order.

1. Provide advice and assistance to the Maryland Delegation in Congress, Congressional staff, and National Association of State Councils on Vocational Education during the development of reauthorization legislation for the Federal Vocational Education Act.

2. Study the adequacy and effectiveness of procedures established at State and local levels for eliminating discrimination and denial of vocational-technical education services on the basis of race, color, national origin, sex and handicap.

3. Study ways in which a more responsive Statewide system for satisfying vocational-technical education and employment training needs can be established.

4. Monitor adequacy of actions being initiated to develop a more comprehensive and responsive program for vocational education in Maryland's correctional institutions and facilities for juvenile delinquents.

5. Study the feasibility of developing foreign exchange programs by occupational areas with Maryland companies and companies in other countries.

6. Encourage the establishment of foundations in support of vocational-technical education.

7. Study ways in which the public image of vocational-technical education can be improved.

8. Study methods for providing stronger basic education, including foreign language, at the elementary school level.

9. Study the adequacy of secondary school guidance programs as they relate to vocational-technical education.

10. Monitor the implementation of Maryland's Tomorrow Program as it relates to the utilization of public vocational-technical education delivery systems.

11. Monitor the adequacy of vocational-technical education programs facilities, and services provided for the handicapped, particularly the mentally handicapped.

12. Evaluate the Florida model for implementing the responsibilities of a State occupational information coordinating committee.

13. Study the desirability of changing the age under which a child shall attend public school from 16 years to 18 years.

14. Study the need for a common reimbursement plan for the use of public secondary school vocational-technical education programs and facilities by community colleges and/or business and industry.

STATE COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION RESPONSIBILITIES

A. *Reports to the Governor, business community and general public.*—The Council shall report on:

- Policies the State should pursue to strengthen vocational-technical education (with particular attention to programs for the handicapped);
- Initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education programs.

B. *Advice to the Governor, State Board of Vocational-Technical Education, Governor's Employment and Training Council, U.S. Secretary of Education, and U.S. Secretary of Labor.*—The Council shall:

- Advise on findings and recommendations resulting from Council evaluation (at least once every two years) of the vocational-technical education delivery systems assisted under the Carl D. Perkins Vocational Education Act and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purpose of the two acts;
- Advise on recommendations made to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational-technical education and the Job Training Partnership Act.

C. *Advice and assistance to State Board of Education.*—The Council shall:

- Advise on development of state plans for vocational-technical education (State Board must meet with and utilize Council in formulating State Plans);
- Consult with on establishment of evaluation criteria for vocational-technical education programs;
- Report on extent to which special populations are provided equal access to quality vocational-technical education programs;
- Review and comment on State plans for vocational-technical education;
- Analyze and report on the availability for vocational-technical education activities and services within the State;
- Consult with on establishment of technical committees;
- Submit recommendations on conduct of vocational-technical education programs conducted in State which emphasize the use of business concerns and labor organizations;
- Recommend procedures to ensure and enhance the participation of the public in the provision of vocational-technical education at the local level within the State, particularly in the participation of local employers and local labor organizations;

- Advise on policies the State should pursue to strengthen vocational-technical education (with particular attention to programs for the handicapped);

- Advise on initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education programs;

- Make recommendations on the adequacy and effectiveness of the coordination that takes place between vocational-technical education and the Job Training Partnership Act;

- Analyze and report on the distribution of spending for vocational-technical education in the State;

- Assess and report on the distribution of Federal financial assistance furnished under the Carl D. Perkins Vocational Education Act, particularly with the analysis of the distribution of financial assistance between secondary vocational-technical education programs and postsecondary vocational-technical (occupational) education programs;

- Participate in the design of programs for adult training, retraining, and employment development;

- Participate in the development of programs and projects for industry-education partnership for training in high-technology occupations.

D. *Shall hold at least one public meeting each year* to give the public an opportunity to express views on vocational education.

The Council is required by State law to:

- Advise:

  The Maryland Higher Education Commission in development and evaluating vocational-technical programs, services and facilities; and

  The State Board for Community Colleges on vocational-technical programs, services and activities;

- Provide technical assistance to county education agencies, institutions of postsecondary education, and county advisory councils on establishing and operating county advisory councils, if requested;

- Publish and distribute an annual report that addresses all significant activities of the Council during the fiscal year covered by the report;

- Report annually to the Governor, the business community, and the general public on:

  Policies that the State should pursue to strengthen vocational-technical education with particular attention to programs for the handicapped; and

  Initiatives and methods that the private sector could undertake to assist in the modernization of vocational-technical education programs;

- Make other studies and furnish reports on vocational-technical education in the State:

  On its own initiative; or

  If requested by the Governor or the General Assembly.

AQUACULTURE o ANIMAL TRAINING o FLORICULTURE o FOOD PRODUCTS o LANDSCAPING o OUTDOOR RECREATION o FISHERIES o FOREST PRODUCTION o CONSERVATION o LOGGING o JEWELRY MARKETING o BANKING MARKETING o FLORISTRY o ADVERTISING o WHOLESALING o REAL ESTATE o RESORT MANAGEMENT o TOURISM o MARKETING MANAGEMENT o SERVICE STATION RETAILING o DENTAL HYGIENE o MEDICAL TECHNOLOGY o GERIATRIC AIDE o PHYSICAL THERAPY o VETERINARIAN AIDE o TEACHER AIDE o BAKING o TEXTILES TESTING o FLORAL DESIGN o HOME DECORATING o CONSTRUCTION o GRAPHIC ARTS o INDUSTRIAL ARTS o DRAFTING AND DESIGN o ELECTRICITY/ ELECTRONICS o TELLER o BOOKKEEPING o COURT REPORTING o LOAN CLERK o WORD PROCESSING o CLERK-TYPIST o ELECTRICAL TECHNOLOGY o WELDING TECHNOLOGY o MANUFACTURING TECHNOLOGY o PETROLEUM TECHNOLOGIES o DATA PROCESSING o MINING o CROP PRODUCTION o OCEANOGRAPHIC TECHNOLOGY o AIR TRANSPORTATION o MILITARY TECHNOLOGIES o MARINE OPERATIONS o COOLING AND REFRIGERATION o MAJOR APPLIANCE REPAIR o AIRCRAFT MECHANICS o COMMERCIAL ART o PLASTERING o PLUMBING o SHEET METAL o BARBERING o ELECTROLYSIS o MASSAGE o LAW ENFORCEMENT o UPHOLSTERING o TILE SETTING o GUNSMITTING o FLIGHT ATTENDANTS o MATERIAL HANDLING o TRUCK AND BUS DRIVING o ANIMAL GROOMING o HORSESHOEING o ARBORICULTURE o TURF MANAGEMENT o CROP PRODUCTION o WILDLIFE MANAGEMENT o OUTDOOR RECREATION o MARKETING AND DISTRIBUTION o FASHION MERCHANDISING o CREDIT MARKETING o SUPERMARKET MARKETING o AUCTIONEERING o PURCHASING o RETAILING o INDUSTRIAL SALES o DISPLAY o RESTAURANT MANAGEMENT o SMALL BUSINESS MANAGEMENT o MARKETING RESEARCH o ALLIED HEALTH o BLOOD BANK TECHNOLOGY o NURSING ASSISTING o PEDIATRIC AIDE o ART THERAPY o MUSIC THERAPY o ORTHOPTICS o GENETIC COUNSELING o PHARMACY ASSISTING o WARD CLERK o RESPIRATORY THERAPY o FUNERAL SERVICES o DIALYSIS TECHNOLOGY o CUSTODIAL SERVICES o HOMEMAKER'S AIDE o BUSINESS AND OFFICE o GENERAL OFFICE CLERK o PERSONNEL ASSISTING o STENOGRAPHIC o TYPING o INSURANCE CLERK o LEGAL SECRETARIAL o COMMUNICATION TECHNOLOGIES o DRAFTING AND DESIGN TECHNOLOGY o AERONAUTICAL TECHNOLOGY o COMPUTER TECHNOLOGY o MARINE PROPULSION TECHNOLOGY o DENTAL HYGIENE o FOOD SERVICE o LIBRARY ASSISTING o METEOROLOGICAL TECHNOLOGY o AIR TRAFFIC CONTROL o MECHANICS AND REPAIRERS o HEATING AND AIR CONDITIONING o AUTOMOTIVE BODY REPAIR o CARPENTRY o DRYWALL INSTALLATION o GLAZING o ROOFING o INSULATION INSTALLATION o DRAFTING o LINEWORKER o DRYCLEANING o BOOKBINDING o WATCH REPAIR o MARINE MAINTENANCE o METAL FABRICATION o FIREFIGHTING o MEATCUTTING o PUMPING PLANTS o FURNITURE MAKING o COMPUTER ELECTRONICS o SHOE AND BOOT REPAIR o CONSTRUCTION TRADES